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ABSTRACT

Introductory remarks and suggestions for the possible use of reading materials included in this annotated bibliography precede the 38 entries classified according to grade level. The informational data includes: author, title, source, and availability. Annotations refer to format, level indicated, grammar, theme or plot, projected teaching use, and cultural application. Both hard cover and paperback books are represented. Most entries were written during the 1960's. (RL)

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AN ANNOTATED BIBLIOGRAPHY
OF
SPANISH READERS FOR LEVELS I-IV

Judith C. Morrow

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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PREFACE

The Indiana Language Program determines the various projects it undertakes by the requests it receives from teachers for information on specific areas relating to instruction. The requests for information on Spanish readers have been frequent and many.

In undertaking the project, because the Program had the services of Mrs. Judith Morrow for the 1970-71 academic year, the staff realized that the list of readers could not be exhaustive or all-inclusive. As with each of the other undertakings of this kind, the Program encourages additions through teacher contributions. There will be teachers, of course, who disagree with Mrs. Morrow's evaluations. The project is not set up to be the final or definitive word on the subject, but rather to give Spanish teachers a "springboard" for their own evaluations. As Mrs. Morrow says in the Introduction:

> ...no teacher can choose reading materials for various levels through any company's nor bibliographer's recommendations, but only through his own knowledge of his students and their abilities, and his/their personal examination of a particular reader. What follows, then, attempts to give some basic information which may be of help in deciding which books to consider.

The Program will slipsheet the bibliography should teachers wish to contribute reader analyses of books not presently included. Any such contributions should follow the basic format of the present bibliography.

Lorraine A. Strasheim
Director
Indiana Language Program

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Introduction

What goals do we want our foreign-language students to reach through reading? In the Spanish Curriculum Guide published by the Wisconsin Department of Public Instruction (1969), the section which defines "Essentials for Communication" notes the following:

Phonology: The ability to associate the appropriate graphic symbols with the sounds for which they stand.

Morphology: The ability to draw meaning directly from the printed page through recognition of changes in meaning caused by modifications in structure.

Syntax: The ability to read directly in the foreign language without being confused by syntactical arrangements.

Vocabulary: The ability to recognize in context a wide range of vocabulary items with sensitivity to the differences between spoken and written vocabulary and between contemporary and older literary forms, words, and expressions.

Culture: The ability to be able to read items ranging from newspapers to works of literature. This implies a basic knowledge of the history, literature, current world position, etc., of countries in which the language is spoken.

Ultimate goals: The ability to read directly without constant recourse to a bilingual vocabulary list.

These are the abilities we want our students to attain. By what criteria do we choose readers which will bring them to these goals? It is this writer's belief that a foreign-language reader can and should speak to various needs: it should reinforce known active and passive vocabulary and add new; it should reinforce morphology and syntax and expand the student's facility in these areas; above all, it should carry out these aims through material which is informative and of interest to the student, and which he can read without too much difficulty. In this context, please note: "...research indicates that the density of new items cannot exceed one per thirty-five words of text, if genuine reading by direct association is to take place."[1]

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[1] As synthesized by Frank Grittner in Teaching Foreign Languages. (New York: Harper and Row, 1969), p. 258; from George Scherer and Michael Wertheimer. A Psycholinguistic Experiment in Foreign-Language Teaching. (New York: McGraw-Hill, 1964.), pp. 93f.

The readers chosen should fit both the goals of the teacher and his student as much as possible; because of this, a teacher may wish to select a core reader for the class as a whole, and a variety of other types of reading materials which would appeal to more specific interests. These could include comic books, magazines and newspapers, as well as the more formal offerings in this study. Participation of student committees from each level would be of great help to a teacher in choosing reading materials.

Finally, no teacher can choose reading materials for various levels through any company's nor bibiliographer's recommendations, but only through his own knowledge of his students and their abilities, and his/their personal examination of a particular reader. What follows, then, attempts to give some basic information which may be of help in deciding which books to consider.

Judith C. Morrow
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(1970-71: On leave from
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A Few Possibilities for the Use of Reading Materials

1. As a device to give the student a feeling of success and a sense of progress and development in the language.
2. As the basis for reports (written, taped, or for class presentation).
3. As background to promote discussion of controversial issues in the target country.
4. As a source of listening-comprehension work as well as reading practice, using commercial, teacher- or student-made tapes.
5. As a means of permitting the student to exercise some of his personal interests.
6. As a base to stimulate cross-cultural awareness.
7. As study materials to be used both in the foreign-language and some other subject-matter class.
8. As a route to self-expansion by inquiry into some of the questions that have interested man throughout his history.
9. As a means of examining various styles and kinds of writings.
10. As a means of providing small-group work in special interest areas.

Some References for Teaching Reading

Grittner, Frank M. Teaching Foreign Languages. (New York: Harper and Row, 1969.)

Jarvis, Gilbert A. "Strategies of Instruction for Listening and Reading." The Britannica Review of Foreign Language Education, Volume 2. (Chicago: Encyclopaedia Britannica, Inc., 1970.)

Rivers, Wilga M. Teaching Foreign-language Skills. (Chicago: University of Chicago Press, 1968.)

Valette, Rebecca M. Modern Language Testing. (New York: Harcourt, Brace & World, 1967.)

First Year Readers

Lacosta, Frank. Lecturas de cosas I. (Philadelphia, Pa.: The Center for Curriculum Development, Inc., 1970.) Paperback.

Leslie, John Kenneth. Cuentos y Risas. (New York: Oxford University Press, 1952.) Paperback.

Moskowitz, Harry. Lecturas madrileñas. (Philadelphia, Pa.: The Center for Curriculum Development, Inc., 1970.) Paperback.

Redfield, Marion Haskell. El gusto es mío. (Boston, Mass.: D. C. Heath and Company, 1967.) Hard cover. Tapes available.

Lacosta, Frank. Lecturas de cosas I. (Philadelphia, Pa.: The Center for Curriculum Development, Inc., 1970.) Paperback.

Format: 94 pages, 63 actual text. Brief introduction, 13 short readings (about half 2-4 pages; none longer than 11). 5 black and white contemporary photographs, no exercises. Strictly reading for enjoyment.

Level indicated: Recommended for use near end first level.

Vocabulary: No end glossary, simple Spanish; some Spanish-Spanish footnotes. Each lectura well set-up to specific situational vocabulary. (Example: Pedrín Tesón enriches student vocabulary with 21 commonly used courtroom expressions, many cognates).

Grammar: Simple sentence structure. Most lecturas employ simple indicative tenses, more common idioms known by first level students.

Theme/Plot: Variety of short readings, extending from Sevillan "exaggerations" to running of bulls in Pamplona; impressions of life in United States to love story between two deaf people; four excellently written parodies of American television shows. Great deal of light humor.

Example: One parody concerns Saladín: Saladín agrees to help María Antonia Luisa Carlota Adelita de los Encumbrados Rosales y de las Almenas Azules escape from clutches of villain Pancho Tortillas. Nuestro héroe subió a su habitación y se cambió completamente. Se quitó su traje de caballero elegante y se vistió de vaquero con un traje negro muy ajustado, sombrero del mismo color y de anchas alas, bajo las cuales brillaban los negros ojos de Saladín; en su cintura destacaba la negra pistola tan temida por los bandidos. Mientras terminaba de arreglarse su negro bigote en el cuarto de baño empezó a cantar la famosa aria de Verdi, tan popular entonces como ahora, la donna e mobile; lo hizo con tanta pasión, con un acento italiano tan bueno que, cuando el espejo se rompió, decidió callarse.

Projected teaching use: Opportunities for tremendous variety of visuals; discussions of teen-age America seen through middle-aged Spanish eyes, Andalusian gypsy music to supplement one reading, student presentation of parodies, cooking, etc.

Cultural application: Excellent. Each reading provides some cultural insight; excellent variety, from more exotic to everyday attitudes and living patterns--some of ours seen through Spanish eyes.

Leslie, John Kenneth. Cuentos y Risas. (New York: Oxford University Press, 1952.) Paperback.

Format: 20 amusing stories; graduated reading difficulty; 20 expressive line drawings; 130 pages text, exercises. Exercises: Cuestionario checking reading comprehension, vocabulary work, true-false, suggestions for oral compositions (usually retelling story).

Level indicated: Recommended as first reader.

Vocabulary: Book intended to develop recognition vocabulary. Exercises on cognates, synonyms, homonyms, idiomatic expressions. Vocabulary list with each selection; Related Words section. Much useful everyday vocabulary.

Grammar: Before reading book, student should have learned present indicative, formal imperative regular verbs (irregular forms in vocabulary list). Early lessons present tense; in lessons 5, 6 present perfect added; in lesson 7, imperfect and preterite. Subjunctive always has English translation. Exercises not grammar work per se.

Theme/Plot: Some titles: Las moscas, El gringo y las calaveras, El gitano y el médico, La venganza de la limena, Un novio para la niña, Una cerilla, por favor. Beginning chapter Prohibido fumar en el tranvía: Buenos Aires; old gentleman smoking pipe enters bus, seats himself under sign saying Prohibido fumar en el tranvía. Conductor argues, telling him to put it out, finally bows to logic of passenger's saying: --¿Ve Ud. mis pies? Llevo zapatos, un zapato en cada pie, pero eso no significa que estoy caminando a pie. Another story, Un milagro: Englishman goes into mountains of Columbia with native guide, both on burros. Guide returns, riding one burro, leading other, shouting, --¡Un milagro! Priest, hearing Englishman's burro dropped him into chasm, doesn't think it matter for rejoicing. Farmer: --La Virgen María acaba de salvar la vida a mi burro, que por poco cae también al precipicio. Los burros cuestan un dineral, pero..¡hay muchos ingleses!

Projected teaching use: Aim of book to present easy introductory reading materials. Some humor may seem obvious to secondary students; teachers could point to similar examples in our culture. Teacher should avoid presenting characters as cultural stereotypes. Episodes contain much dialogue; opportunities for role-playing. Stories could be used for listening comprehension drills.

Cultural application: Intent of book not primarily to provide cultural materials; some included. Chapter 20, Los campesinos devotos: story centers in personal devotion many Mexican campesinos feel for Virgin of Guadalupe; information about original miracle included. Some geographical information; characters often in everyday situations which reflect culture (such as tertulia in El amor es ciego).

Moskowitz, Harry. Lecturas madrileñas. (Philadelphia, Pa.: The Center for Curriculum Development, Inc., 1970.) Paperback.

Format: 70 pages, 40 of text. 19 short readings, 2 pages each. 6 black and white photographs show facets, people of Madrid. 10 questions after each selection, meant for oral response; many aimed at eliciting student's own ideas, experiences.

Level indicated: Recommended for use mid-way through first year; might consider for second level.

Vocabulary: Situationally-oriented vocabulary stressed; simple Spanish used. Neither glossary nor footnotes. Much useful vocabulary included. (Example: in Alquilo un apartamento, items such as "furnished," "rent," "style," "floor," "elevator," others. Newspaper ad shown.)

Grammar: Written almost entirely in present tense; sentences natural length, style.

Theme/Plot: An American in Madrid, looking for apartment, practicing Spanish vowels, buying Spanish typewriter (showing off knowledge of Spanish orthography), shopping, reading newspaper articles. Final selection: bookstore in Paseo de la Castellana; clerk recommends well-known Spanish authors, book on Spanish artist Velásquez. He: --¿Dónde están los libros en inglés?-- She offers books by Shakespeare, Dickens, Tennyson, Thackeray; he requests Agatha Christie; clerk retires.

Projected teaching use: Sketches "naturals" for visuals; opportunities for role-playing. With vocabulary help, could be used for individual work.

Cultural application: Much specific and practical information, particularly about Madrid and madrileños. Sketches excellent in showing another culture, strongly encouraging student to contrast with his own.

Redfield, Marion Haskell. El gusto es mío. (Boston, Mass.: D. C. Heath and Company, 1967.) Hard cover. Tapes available.

Format: 35 short readings; 113 pages. Short exercises follow selections: pattern drills, fill-ins, translation. Jingle-type verses related to stories for memorization. 38 black and white stylized drawings.

Level indicated: Recommended for pupils upper elementary grades, lower grades junior high school.

Vocabulary: Basic vocabulary oriented to everyday situations. New words in darker type; side glosses translate. Reinforcement of vocabulary. Designed to make reference to vocabulary list minimal (Spanish-English vocabulary at end of book).

Grammar: Almost entirely in present tense; explanation of idioms; simple sentence structure. Some grammar work in exercises.

Theme/Plot: Everyday situations involving American family, their Spanish-American friends. In El mercado, Sarita and Pepe admire fruit, want some, have no money; fruit vendor tells them to go; he will call police. Others: intelligent cat sits in tree; dog beneath it; Pepe working in garden, refuses to play ball with friends (work unfinished), decides Todas las legumbres son feas; Dos perros (dialogue), two dogs visit school, encounter problems.

Projected teaching use: Excellent opportunities for role-playing. Short, stories can be read, assimilated quickly; students could use tapes and text to work individually.

Cultural application: Episodes concentrate on American family, common experiences; students learn everyday vocabulary. Contrastive cultural application with Spanish or Latin American situations could be made by knowledgeable teacher.

First and Second Year Readers

Crow, John A. and Crow, G. D. Panorama de las Américas. (New York: Holt, Rinehart, Winston, Third Edition, 1967.) Hard cover. Tapes available.

Pitarro, John M. Cuentecitos. (New York: Regents Publishing Company, 1968.) Paperback.

Pitarro, John M. Nuevos cuentos contados. (Boston, Mass.: D. C. Heath and Company, 1942.) Hard cover.

Tardy, William T. Easy Spanish Reader. (Skokie, Illinois: National Textbook Company, Revised Edition, 1967.) Hard cover.

Crow, John A. and Crow, G. D. Panorama de las Américas. (New York: Holt, Rinehart, Winston, Third Edition, 1967.) Hard cover. Tapes available.

Format: 160 pages of text, 66 of exercises, 6 of vocabulary and idiom review; additional glossary. Illustrations, variety of photographs, maps, and drawings--almost every page. Seven color maps done by C. S. Hammond and Company: physical and political maps of Mexico, Central America, South America and Spain.

Exercises for each section include idiomatic expressions, vocabulary lists, verb drill, translation into Spanish of words or sentences. Initial exercises for each chapter begin with series of misstatements about reading matter student is to correct.

Level indicated: Preface indicates use during first weeks of class. Teachers using it as supplementary reader might find it more successful in second level (even third).

Vocabulary: Lists of 20-30 key words included in each chapter. Wide variety of lexical items. Many Spanish-English footnotes, some lexical. many explicatory. Vocabulary Review section lists 500 most common Spanish words, asks student to choose correct translation from four choices. Review of Idioms lists many of most common idioms (all listed are used), translates them.

Grammar: In early chapters only present tense indicative used; all tenses finally employed. In first seven chapters unknown lexical items translated within parenthesis immediately after unknown word(s).

Theme/Plot: Preface indicates purpose: to "offer a stimulating introduction to the life and history of our southern neighbors." Three general divisions: Tierras y Pueblos; Panorama de Desarrollo Nacional; Viñetas de la Vida Latinoamericana.

Tierras y Pueblos: Each chapter intended to give student not-too-general overview of Latin America. Some subjects: geography of Latin America, pre-Columbian civilizations, products, racial types, daily life, arts, tourists. Most selections 4-7 pages long. Great contrasts in Latin America emphasized.

Panorama de Desarrollo Nacional: 16 Latin American countries included. Some historical information, statistical data, attempt at present-day orientation to country. Resource and transportation maps for each country. Selections 4-7 pages in length.

Viñetas de la Vida Latinoamericana: Selections reinforce material in first two. Expository style of Tierras and Panorama changed to story form. Many selections of interest to students: La Cucaracha, story of

Pancho Villa's F.O.R.D. (Fabricación Ordinaria Reparación Diaria); La Mina del Portugués, how Simón Patiño's fortune was made; Un Producto Importante, history and importance of coffee in Latin America. Much information included in stories; length from 3-7 pages.

Projected teaching use: Interesting overview of some geographical, historical, present-day facets of Latin America. Teachers could use many visuals with various chapters, which serve as nice introductory units to more in-depth study of particular countries.

Cultural application: Emphasis not on everyday culture; several Viñetas give glimpse of Latin American peoples, how they think, act. For example, Tragicomedia Contemporánea is discourse between two Columbians discussing coming elections; one is conservative, wants continued emphasis on past glories of Colonial era--other is liberal, insists that Latin America's needs demand newer, more modern future.

Pitarro, John M. Cuentecitos. (New York: Regents Publishing Company, 1968.) Paperback.

Format: 109 pages, 25 one-page anecdotes in dialogue form, 25 pen and ink line drawings. Spanish-English vocabulary. Anecdotes introduced by one line, which gives setting. Exercises include: word study, short comprehension questions, various pattern drills to reinforce verb forms and tenses.

Level indicated: Enjoyable reading for second level students.

Vocabulary: Useful, everyday vocabulary; Spanish-English footnotes, reinforcement of vocabulary evident.

Grammar: Simple indicative tenses used for most part. More difficult constructions explained in footnotes. Short, conversational type sentences.

Theme/Plot: Most anecdotes have humorous turn; emphasis on everyday situations. Children featured frequently. Some titles: Entre hermanos, En un hotel, El sablista, Problema de matemáticas, Peor que el terremoto.

Examples: ¿Por qué no habló? Mr. Rodríguez, on trip to Amazon, sends wife parrot. Returning, finds she ate it. This was tremendously intelligent parrot--spoke ten languages. She: -¡Diez idiomas y no dijo nada! Pobre pájaro, ¡cuánto lo siento! ¿Por qué no me lo dijo? Ángeles y mosquitos: young girl and mother on vacation, sleeping in same room; girl frightened. Mother assures her angels are at her side. Child utters cry. --¿Qué te ocurre, Maruja?-- preguntó la madre. --Nada--respondió Maruja. --Los ángeles están zumbando a mi alrededor y uno de ellos me picó...

Other stories concern apartment living, buying fish, a lazy man, students--facets of everyday life. Very realistic characters.

Projected teaching use: Being short, anecdotes could easily be fitted into classroom work. Useful vocabulary; exercises short, to the point. Book's use indicated by company is to increase oral comprehension, speaking. Teacher aids in preface, "How to use Cuentecitos" section. Useful for listening comprehension; also lend themselves to role-playing.

Cultural application: Good opportunities for expanded cultural comments by teacher or students: i.e. apartment living, one-purpose stores, courtesies extended to women, the lottery, etc. One sees universality of many types.

Pitarro, John M. Nuevos cuentos contados. (Boston, Mass.: D. C. Heath and Company, 1942.) Hard cover.

Format: 36 very short readings (1 - 2 pages each). 237 pages; exercises. Apart from Cuestionario (9-10 reading comprehension questions) and Ejercicio de comprensión (usually true-false or fill-ins), most exercise work done with vocabulary--cognate recognition, synonyms, antonyms, idioms.

Level indicated: Recommended as beginning reader. Could be used successfully at second level.

Vocabulary: Vocabulary limited to first 1000 words in A Graded Spanish Word Book by Milton A. Buchanan. Exercises emphasize vocabulary (particularly isolated words). Idioms chosen for high frequency.

Grammar: Limited to simple indicative forms (in first eight stories, only present tense). Sentence structure simple; description kept to minimum. Great deal of dialogue.

Theme/Plot: Purpose of book to provide easily read, enjoyable selections. Effort to uphold ideals of "service, honor, love, and duty" in book. Story outlines taken from well-known Spanish, Latin American authors; rewritten for easy reading. Each selection has plot.

Second selection En santa paz y armonía; two women board bus in winter. One opens window, saying she must have air or die; other closes it, saying she will die of pneumonia. Argument ensues. Conductor tries to settle unsuccessfully; passenger suggests they open it, let one die of pneumonia, close it and let other die of suffocation; then rest can have a little peace and quiet. Another early story, Es mejor parecer tonto que serlo, shows villagers having good time offering village idiot nickel and dime, laughing when he chooses nickel because it is larger. When woman asks if he realizes dime worth more, he answers affirmatively, adding: Estamos en tiempos muy malos, señora. Y es mejor parecer tonto y ganar dinero que ser inteligente y perderlo. Other stories involve three correct answers to three questions posed by King Pedro el Cruel; the parsimony of a Catalonian, several cases involving thieves, very clever peasant.

In keeping with statement in Preface, many stories have strong moral tone.

Projected teaching use: Good opportunities for role playing. Because of story length, some interesting listening exercises could be built for slightly higher level. Many second and third level students could read book independently.

Cultural application: Some local color. Emphasis on presenting easy reading for beginning reader, not to convey cultural patterns.

Tardy, William T. Easy Spanish Reader. (Skokie, Illinois: National Textbook Company, Revised Edition, 1967.) Hard cover.

Format: 208 pages; small black and white photographs, not related to reading. Book divided into three parts: Primera parte, 36 chapters about American girl and Mexican boy in American school; Segunda parte, a brief history of the conquest of Mexico; Tercera parte, a fifteen-chapter adaption of Las Aventuras de Lazarillo de Tormes. Each chapter 15-20 questions dealing with content. In first two parts, Repaso of content with additional questions.

Level indicated: Recommended for first level.

Vocabulary: Preface notes no more than 20 new words per chapter. Constant reinforcement; cognates common.

Grammar: Early chapters use only present indicative; gradual expansion to all indicative forms. Possible because first two parts almost entirely narrative; little conversation. Use of subjunctive minimal.

Theme/Plot: Primera parte: Enrique and María students in American school. List of classes, various rooms of school. Some activities in Círculo Español give information about such things as Día de las Américas, April 14, 16th of September celebrations, few poems. Mentioned in first part: Pan American Highway, Alliance for Progress, going to movies, American football versus soccer. Ciudad Juárez and Mexico City treated briefly (most chapters 1-3 pages long).

Segunda parte: Historical, dealing mainly with conquest of Mexico by Hernán Cortés. Four chapters deal with colonial period, Mexican Revolution, Maxmilian and Carlota (chapters 1-3 pages long). Basic information usually accurate, but some items, such as the following, questionable: after sacrificing prisoners, Aztec priests cooked, ate legs and arms; Cortés killed Moctezuma and two generals; missionaries treated Indians very well; Lincoln ordered Napoleon to take French troops out of Mexico; Aztecs called Cortés Malinche. Some teachers might also quibble at calling pyramids and Indian palaces castillos.

Tercera parte: Free adaptation of classic picaresque novel, El Lazarillo de Tormes. Illustrated with pen and ink drawings of earlier style; 15 chapters with questions; chapters 1-3 pages in length. Characters of both Lazarillo and mother changed; both much "purer" in this version. Ends of some original episodes changed; i.e., in episode with blind man, Lazarillo simply leaves master because of fear; in original, he causes old man's apparent demise in rather spectacular way. In final chapter, Lazarillo has looked for and found good wife, nice job, and has respect of friends. Although many teachers will not want to go into actual ending of original, they would probably want to indicate that a change has been made. Much of other action of episodes retained.

Projected teaching use: Teachers might do some cross-cultural work by giving information concerning Spanish (or Latin American) school subjects, buildings, etc. Students might be interested in reading more about some of the items mentioned: Mexico City, border towns, Aztecs and/or conquest of Mexico. Special project could be checking historical facts contained in reading.

Cultural application: See description of Primera parte.

Second Year Readers

Barlow, Genevieve. Leyendas Latinoamericanas. (Skokie, Illinois: National Textbook Corporation, 1970.) Hard cover.

Bécquer, Gustavo Adolfo. Máese Pérez el Organista. (Philadelphia, Pa.: The Center for Curriculum Development, Inc., 1970.) Paperback.

Delgado, Rafael. El Desertor. (Philadelphia, Pa.: The Center for Curriculum Development, Inc., 1970.) Paperback.

List, Louis. Our Spanish Heritage. (Boston, Mass.: D. C. Heath and Company, 1953.) Hard cover.

Mitchell, B. and N. J. Margetts. La Caza del Lobo. (New York: St. Martin's Press, 1964.) Paperback.

Rodríguez, Mario B. Cuentos alegres. (New York: Holt, Rinehart, Winston, 1958.) Hard cover.

Villa Fernández, Pedro. Por Esas Españas. (New York: Holt, Rinehart, Winston, Revised Edition, 1964.) Hard cover.

Waldorf, Paul D. Veraneo en México. (New York: Dodd, Mead and Company, Inc., 1964.) Hard cover.

Barlow, Genevieve. Leyendas Latinoamericanas. (Skokie, Illinois: National Textbook Corporation, 1970.) Hard cover.

Format: 110 pages; Spanish-Spanish side glosses; vocabulary section. 12 black, white, and grey well-done, full-page illustrations. Exercises well-suited to level of reading, starting with multiple choice section of reading comprehension. Usually 4-5 types of exercises with each chapter, including questions on content, work with antonyms, word meaning, possible-impossible items, word rearrangement to build sentences.

Level indicated: Recommended for second level.

Vocabulary: Much new vocabulary but excellent reinforcement. Preface suggests studying side glosses first; good help to vocabulary expansion. Exercises added reinforcement.

Grammar: For most part, indicative tenses used. Command forms common. As with vocabulary, each chapter contains some review of previously learned skills; same true of exercises; not overtly done in either.

Theme/Plot: 16 legends, from ten different regions of Latin America, covering 2,000 years in time. Five legends Indian tales; El Regalo de la Diosa Luna, oldest legend. Introduction tells location of Guaraní Indians, some history. Explains origin of yerba mate plant, from which Argentine people get much-beloved mate tea. Noted that mate considered symbol of hospitality and friendship.

Three pages long, legend tells of two goddesses (Moon and Clouds) who liked to visit jungles of Paraguay. Once they stayed too long, prowling tiger came after them. Saved by old Indian, they promised him great gift. He finds beautiful plant with brillant green leaves; taking some of them home, he brews tea which calms his hunger and thirst, as goddess promised. Story simply but interestingly told.

Another legend concerns Juan Bobo, common foolish figure of Latin America, does everything wrong, yet somehow turns up winner in end. La Calle de la Machincuepa, a Mexican legend, explains why important street had odd name during colonial days. Columbian legend, Pobre Inocente, deals with the happenings one December 28, the Day of the Innocents.

Legends well-chosen to offer student romance, intrigue, heroism, history and humor. Short but well-told.

Projected teaching use: Opportunities for cross-cultural contrasts: looking at makeup of legends in different cultures, comparing Indian legends, considering legendary heroes. Good deal of dialogue contained in stories, facilitating role-playing.

Cultural application: Book does very nice job of relating each legend to something common in contemporary culture. Often something students would not get in current textbooks (figure of Juan Bobo, for example). Historical information included.

Bécquer, Gustavo Adolfo. Máese Pérez el Organista. (Philadelphia, Pa.: The Center for Curriculum Development, Inc., 1970.) Paperback.

Format: 61 pages, 26 of actual text. Introduction containing story synopsis, brief biography of author, 5-part story, 5 black and white photographs (2 well done), exercises at end of each part (Example: After Part 1, one page in length, 10 questions and assignment of composition).

Level indicated: Recommended for use midway through level two.

Vocabulary: No dictionary. Extensive footnotes in Spanish (about 10 per page) to explain idioms, infrequently used lexical items. Vocabulary does not appear "diluted." Mid-19th century Spanish words and patterns might present some problems.

Grammar: All tenses included; mid-19th century romantic usage and style retained.

Theme/Plot: 17th century Seville through eyes of prominent 19th-century romanticist poet. One of his well-known legends. In convent of Saint Inés, blind organist, noted particularly for marvelous playing of organ during Midnight Mass each Christmas Eve; rich and poor came to hear him. He dies; another organist, small of soul and talent, comes to substitute; organ plays as beautifully as before. However, when he tries to play in other churches, his artistry leaves him. This is because it is the blind organist returned in spirit, playing his beloved organ.

Projected teaching use: Nice miracle story for Christmas. Might need some special work by teacher in 17th-century culture to make it more appealing to high-school students.

Cultural application: Teacher might wish to contrast old culture with new; discuss attitudes toward miracles.

Delgado, Rafael. El Desertor. (Philadelphia, Pa.: The Center for Curriculum Development, Inc., 1970.) Paperback.

Format: 47 pages, 15 text. Introduction with story synopsis, brief biography of author, then story, divided into five parts. 8 excellent black and white photographs showing general country scenes, people. Exercises after each part (Example: after Part 1, 4 pages long, 15 questions and suggested written assignment).

Level indicated: Recommended for use near end of level two.

Vocabulary: No dictionary. Page usually contains 8-15 Spanish-Spanish footnotes. Many explain extensive regionalistic vocabulary.

Grammar: More common indicative tenses used throughout. Some dialogue offers teacher opportunity to point out how words are shortened or slightly changed in regional usage.

Theme/Plot: Mexican peasant family, widow with four children, shelters fugitive in poor health, treating him like family member. He is army deserter; tries to return family's kindness by helping with work. Lieutenant and men come searching for him, tell widow deserter killed her husband. Woman indicates he had been there, but moved on. She relates the incident to children. A son is about to kill him, but mother cries--No tires, hijo mío. ¡Dios te está mirando!--El arma cae al suelo, arrojada por el joven, que abraza a su madre sin pronunciar una palabra. Mientras tanto, el desertor desaparece a lo lejos.

Projected teaching use: Supplementary projects might include further studies of more primitive areas of Mexico. Students might enjoy dramatizing story.

Cultural application: See above.

List, Louis. Our Spanish Heritage. (Boston, Mass.: D. C. Heath and Company, 1953.) Hard cover.

Format: 210 pages; exercises; Spanish-English glossary; 23 poorly printed photographs. English introduction to each of 25 selections; Spanish-English footnotes. Exercises include true-false, matching, comprehension questions, fill-ins, rearrangement of words to make sentences. Selections 3-5 pages long.

Level indicated: Recommended for second level.

Vocabulary: Author used first 1500 lexical items of Buchanan's Graded Spanish Workbook, more common idioms from Keniston's Spanish Idiom List. Because of historical context, many cognates.

Grammar: No subjunctive. First few stories entirely in present indicative. Unknown lexicon explained in footnotes.

Theme/Plot: Stories deal with many early explorers; also myths and legends of Southwest when it was being settled by Spaniards. People in book are: Ponce de León, Hernando de Soto and Francisco Vázquez de Coronado, Cabeza de Vaca, Juan Rodríguez Cabrillo, and Junípero Serra. Much personal information about each figure. (Example: Núñez de Balboa: Sólo sabemos que viene de una familia pobre de Extremadura, España, y que es muy aficionado a las aventuras. También sabemos que son pocos los que le igualan en el manejo de la espada.

Conversation used in many selections. Legend Un episodio ruso about Russians coming down from Alaska, establishing colony north of San Francisco, to buy provisions and send them north to Alaskan settlements. Count Nicolas Petrovich Rezanof headed expedition; while in California he fell in love with daughter of Comandante; finally overcoming family's misgivings, Rezanof left for Europe to obtain permission from Russian monarchs and Church officials. Thirty-six years later, they receive news that he died a few months after leaving California. Concepicón never married, choosing to dedicate her life to God as a Dominican nun.

Projected teaching use: Might be of particular interest to students interested in early U. S. History, or those who enjoy simply-told myths and legends. Could also be used as base for some interdisciplinary work with history or English classes. Map work could be incorporated.

Cultural application: Emphasis geographical and historical, rather than cultural. Teacher may wish to supplement with information concerning daily life of times.

Mitchell, B. and N. J. Margetts. La Caza del Lobo. (New York: St. Martin's Press, 1964.) Paperback.

Format: 46 pages, brief questions included for each chapter, "...but it is hoped that the teacher will add to these or even replace them with questions of his own." 8 well-done pen and ink illustrations.

Level indicated: Could be used near end of second level, or quick reading material for beginning third year.

Vocabulary: Complete dictionary at end. Emphasis on action vocabulary; no long paragraphs of extraneous description. Cognates used extensively.

Grammar: Simple sentence structure, grammar employed to facilitate fast reading. Predominance of simple indicative tenses.

Theme/Plot: Vengeance motif. Main characters: Juanito, an orphan who lives with Sánchez, murderer of his father; El Lobo, both the fearsome villain and caring uncle; Cuenca, lawman, braggart and coward. The quest, missing treasure from robbery in which all adults were involved. Ending eliminates everyone except Juanito; treasure is buried. Good characterization, fast-paced story, reader interest maintained.

Projected teaching use: Students would enjoy reading this as first "novel." Great deal of action, various episodes could be presented. Advanced students might write sequel (one has been written by the authors).

Cultural application: Setting rural Mexico; illustrations good delineations of Mexican physiognomy. Emphasis on fast-moving plot rather than on cultural patterns.

Rodríguez, Mario B. Cuentos alegres. (New York: Holt, Rinehart, Winston, 1958.) Hard cover.

Format: 17 humorous short stories; adaptations of Spanish, South American writers. Exercises: reading comprehension, grammar work (8-10 item section for comprehension; true-false; supplying grammatical items; 10-12 sentences of translation--English to Spanish).

Level indicated: Designated as an elementary reader.

Vocabulary: "It is assumed that the student will have already acquired a vocabulary that includes the basic and relational words such as articles, pronouns, etc., plus about 600 of the simplest words from the Keniston list and 80 idioms of Group I of that study, before he begins this reader." Exercises usually ask student to use new words in original sentences, translate them to English.

Grammar: Verbs simple indicative mood. Side glosses (Spanish-English) translate other verb forms. Subjunctive used mainly in commands. Exercises fill-ins of verb forms.

Theme/Plot: 17 cheerful stories present variety of types of humor. Some selections: Baldomero Lillo's La propina; Eduardo Barrios' Papá y Mamá; Enrique Jardiel Poncela's Los 18 asesinatos y medio; Ricardo Palma's Mi rival; Amado Nervo's El final de un idilio; and José María Pemán's En el asensor.

In Bolas de oro by Gregorio López y Fuentes, ambitious family in fine house; living on their land in very poor hut is uncle, an old man. He asks one of nephews value of ball of gold size of orange; suddenly well treated by them. Critically ill and questioned about ball of gold, he says: Te preguntaba, por si acaso algún día las tenía... El terrible efecto de una causa pequeña discusses how shadows in dark room assume terrifying proportions after nightmare. En el asensor offers romance with very contemporary problem--boy can't get girl to slow down enough in her busy routine to consider him; solves problem by stopping elevator they are in together.

Projected teaching use: Enough variety offered to please many interests. Students could read stories as individual project work. Groups might wish to present some to class. The teacher may want to update illustrations with some other visuals. Because point of many stories comes at end, students could be stopped before that point and asked to make up their own ending. A final discussion might concern kinds of humor in writings, their Spanish characteristics.

Cultural application: Purpose of book is not to show deep or everyday culture; evidence of local color and everyday patterns in stories. Un mal negocio shows attitude that house work is woman's work, when an Indian offers his daughter as maid in trade for puppy; in Papá y Mamá, customs in a Spanish home as two children pretend to be their parents.

Villa Fernández, Pedro. Por Esas Españas. (New York: Holt, Rinehart, Winston, Revised Edition, 1964.) Hard cover.

Format: 17 stories, each amusingly illustrated by Mexican caricaturist Shum. 92 pages of exercises; Preparación (vocabulary, new expressions practice); Lectura (reading the story); Ejercicios (working with new idioms, vocabulary, reading comprehension, translation). In Ejercicios de Patrón, which follow, drill work on verbs, particularly those which are parts of idioms.

Level indicated: Recommended for students at intermediate level.

Vocabulary: Emphasis on situational type; active vocabulary. Preparation for each story gives key words.

Grammar: Basic indicative and subjunctive moods. Written and oral work provided. Most selections include great deal of dialogue.

Theme/Plot: Stories written to provide insight into customs and attitudes prevalent in the Hispanic World. Opening story El estudio del elefante provides cross-cultural stereotypes, how each carries out a study suggestion. Un día de mercado conveys understanding of Indian character; Indian boy comes to market to sell clay pots; kindness of another vendor, how he bears disappointment.

La política del buen vecino amusing tale of contrasting first impressions of Latin American and North American couple in restaurant. Idilio Chileno is on courting customs of old school; observed that most Latin Americans no longer so rigid by our standards. Un raro shows artist who believes himself completely accepted by mountain Indians where he lives; his servant explains to visitor why natives consider him un raro.

Projected teaching use: Stories lend themselves to oral presentation, role-playing. Suggest many visuals. Teacher might want to work with cross-cultural stereotypes. Many students might enjoy book as independent reading.

Cultural application: Excellent opportunity for cross-cultural contrasts of customs and attitudes. Stories themselves warn of pitfalls of stereotyping.

Waldorf, Paul D. Veraneo en México. (New York: Dodd, Mead and Company, Inc., 1964.) Hard cover.

Format: 110 pages, 21 chapters, usually 3 pages long. After each chapter Cuestionario; 15-20 questions concerning factual material in chapter. 41 photographs of modern and old Mexico.

Level indicated: Recommended for second level high school.

Vocabulary: 30-40 new items per chapter. Spanish-English footnotes explain unfamiliar lexicon. Obvious reinforcement of vocabulary. Spanish-English glossary.

Grammar: Emphasis on indicative mood; minimal use of subjunctive. Less frequently used verb forms translated in footnotes.

Theme/Plot: As stated in Preface, book's purpose to build vocabulary and conversational ability; to acquaint students with Mexico and its history.

Johnson family travels through Mexico by car. Reader does not get to know them well as people; situations they encounter and places they visit provide much useful information to anyone traveling to Mexico as tourist. Included: crossing border; Mexican road signs; main cities; climate, clothing needs; PEMEX; historical sites. Of particular interest to boys: specific description of jai alai.

Projected teaching use: Book would be useful to student-tourist. Many areas of interest. Teacher could supplement any particular facet of student interest--art, history, automobiles, shopping, etc. Basis for more individualized work. Teachers may wish to do introductory vocabulary work before each reading.

Cultural application: Book offers good selection of everyday items. Example: Chapter 16, Mamá va de compras: there is geographical vocabulary, bargaining items, mercado items.

Second and Third Year Readers

Altamirano, Ignacio Manuel. El Zarco. (St. Louis, Mo.: Webster Division, McGraw-Hill Book Company, 1967.) Hard cover.

Crow, John A. Spanish American Life. (New York: Holt, Rinehart, Winston, 1963.) Hard cover. Tapes available.

Daniel, Flake. Una mirada a España. (Skokie, Illinois: National Textbook Company, 1971.) Hard cover.

Fox, Arturo A. Otras gentes, otros modos. (New York: Holt, Rinehart, Winston, 1967.) Hard cover. Tapes available.

G. del Prado, Carlos and Juan A. Calvo. Primeras Lecturas: Una Historia Incompleta. (New York: Odyssey Press, 1966.) Paperback.

García-Prada, Carlos and William E. Wilson, Editors. Nuevas Lecturas. (Boston, Mass.: D. C. Heath and Company, 1952.) Hard cover.

Torres-Ríoseco, Arturo. El Frijolito Saltón. (Boston, Mass.: D. C. Heath and Company, 1953.) Hard cover.

Altamirano, Ignacio Manuel. El Zarco. (St. Louis, Mo.: Webster Division, McGraw-Hill Book Company, 1967.) Hard cover.

Format: 92 pages, 20 chapters, Spanish-English dictionary. Short exercises follow chapters: Para contestar (reading comprehension-about ten); Para repetir (Often pattern drills. Teachers may question some cue lines: Va al pueblo cada vez que se le antoja. Doña Antonia se cansó y se hizo anunciar. El comandante había hecho buen viaje.); Para charlar y escribir (students given self-involving situation; told in English what to say, he says, then writes it.) Simplified for high school students.

Level indicated: Recommended for second level; could be used at higher levels.

Vocabulary: Includes lexical items learned in first two levels; vocabulary still challenging to many. Example: Doña Antonia examinó bien esas pisadas y las siguió hasta llegar a la cercada, y allí halló, bien evidentes, las huellas de pezuñas de caballos. La desdichada vieja sintió intenso dolor y debilidad.

Grammar: More common indicative tenses used, usually present, preterite, imperfect. Pattern drills include all subjunctive forms. Common idioms used.

Theme/Plot: Time, setting: 1861, Benito Juarez' term in office, small town of Yautepec. Theme: Evil can only generate evil, goodness is its own reward. One-dimensional characters: Pilar: La joven morena mostraba un aspecto de humildad en sus ojos, y su sonrisa tenía siempre algo de tristeza y de melancolía. Nicolás: Es un hombre bueno, trabajador y valiente...tenía una fisonomía inteligente y benévola... Daba el aspecto de ser hombre melancólico pero fuerte y varonil, culto y valiente.

Yautepec beset by civil war; government troops commandeered guns, horses, food, etc. What is left falls to bandits headed by El Zarco, secret love of Manuelita. Government troops coming; Manuelita warns El Zarco, flees with him. Her mother succumbs. Chief mourners are Nicolás, erstwhile courter of Manuelita, and Pilar, who loves him. Nicolás speaks up to government officer, is jailed. Saved from firing squad, he and Pilar finally marry. Martín Sánchez Chagollán (non-fictional bandit fighter) story inserted. His men kill El Zarco, Manuelita dies.

Projected teaching use: Melodrama; students might present portions. Book could be used as base for exploration of problems people suffered during Revolutions in Mexico. Additional work could be included on Martín Sánchez Chagollán and Benito Juárez.

Cultural application: Basically historical, book includes some everyday cultural items: godmother-godchild relationship, a funeral of another century, daily life patterns of same period.

Crow, John A. Spanish American Life. (New York: Holt, Rinehart, Winston, 1963.) Hard cover. Tapes available.

Format: Designated civilization, language reader by company; 38 reading selections include all of Latin America, emphasis on Argentina and Mexico. Alphabetically arranged Spanish-English footnotes on each page. Black and white photographs or illustrations on almost every page. 220 pages.

Ejercicios section (pp. 225-294) begins work for each chapter with "Reading Aid." Key sentences presented in Spanish, then English; meant to prepare student for reading; usually 12-15 sentences. Followed by three or four kinds of exercises (15-22 items each) which maintain same format throughout: supply Spanish verb forms, reading comprehension questions, replace English words in italics. Amount of translation increases as reading become more difficult. Exercises reinforce information contained in reading or linguistic matter presented.

Extensive Spanish-English vocabulary; alphabetized list of idioms; colored physical, political maps of Mexico, Central America, South America, Spain.

Level indicated: Recommended for beginning weeks; because of lexical difficulties, secondary teachers might prefer to use it at second or third levels; enough material in book for two years.

Vocabulary: Because of nature of selections, early material contains many cognates. Obvious effort made, particularly in first half, to concentrate on vocabulary common to early stages of language study. Excellent reinforcement in exercises, in text itself. Intensive use of sentences in "Reading Aid," with some supplemental work using same vocabulary, should prepare student well.

Grammar: Early reader kept in mind. First nine chapters use only present indicative tense. In Chapter 10 preterite and imperfect introduced (pp. 241-243, special explicatory material on verb construction, use); strong reinforcement of both tenses in verb exercises. Later, future tense emphasized. Subjunctive used; often translated by footnote. Sentence construction more sophisticated as book progresses.

Theme/Plot: Begins with glimpses of Chile, Argentina, Peru, Bolivia. Geography, climate, people of country covered. Both strong and weak points noted. Chapters discuss large cities of Latin America, Spanish language. Usually two or three chapters discuss one country, then move to more general view (or poet, some coplas), then return to country. Sections on Mexico scattered throughout book present: Guanajuato, history of posadas, rebirth of silver industry in Taxco, history of Casa de los Azulejos, Aztecs, various facets of colonial Mexico, etc.

First-person sections of particular interest to secondary students; young people of varying social backgrounds talking about families, what they do, problems, daily routine, etc. Few short stories also included.

Projected teaching use: Because of tremendous variety offered, book could easily be used for special reports. Material for students interested in past history or contemporary scene. Book also provides information for teacher. Students might dramatize some segments. Others might keep notebook with comments on everyday life, or on climatic and/or geographical information.

Cultural application: Much information about everyday life in Latin America. Attitudes and problems noted; various social classes represented.

Daniel, Flake. Una mirada a España. (Skokie, Illinois: National Textbook Company, 1971.) Hard cover.

Format: 139 pages; Spanish-English vocabulary; Spanish-Spanish and Spanish-English side glosses. No exercises. 98 black and white photographs; interesting perspectives.

Level indicated: Recommended for second or third level students.

Vocabulary: Ample vocabulary enrichment possible, particularly in geographical-historical area. Great many unknown words for second, third level student.

Grammar: All tenses; indicative tenses emphasized. Side glosses: unknown lexical items; expository information. Extensive use indefinite se.

Theme/Plot: Two main parts: geography of Spain and its history. Four geography chapters: La tierra de España (9 pages); Las regiones (18 pages); Unas ciudades de España (51 pages); Madrid, la capital (11 pages). Some historical information. Example: Sevilla, the Giralda:

> Al lado de la catedral se encuentra un monumento moro que es casi el símbolo de la ciudad de Sevilla. Es un minarete construído en 1197 y se destaca sobre la ciudad entera. Se llama este minarete moro "la Giralda", un nombre que no tiene nada que ver ni con los moros ni con su lengua. Se deriva el nombre de una estatua enorme por encima que representa la Fe. A pesar de su gran tamaño, esta estatua está balanceada tan perfectamente que la brisa más ligera la gira como una veleta o como una "giralda".

Information about famous people included.

Second part: political history of Spain. Seven chapters: España primitiva (6 pages); La Edad Media (7 pages); Los Reyes Católicos (4 pages); El Siglo XVI (10 pages); La Decadencia (3 pages); Los Borbones (9 pages); El Siglo XX (10 pages). Factual, chronological rather than interpretive information.

Book ends with brief look at contemporary problems of Spain: Gibraltar; argicultural difficulties; succession of Juan Carlos.

Projected teaching use: Good for students with particular interest in geography and/or history. Background information for person visiting Spain. Could provide basis for special history, geography reports.

Cultural application: Emphasis not on everyday cultural patterns; some comments about people included:

Los habitantes de Castilla son algo diferentes a los de las otras regiones de España. El castellano es digno, honrado, cortés y tiene un sentido de lo dramático. Aun el rústico más humilde es noble y, sin duda alguna, lo sabe. Aunque es de carácter serio, goza de las fiestas y ferias y muy especialmente de las corridas de toros.

Fox, Arturo A. Otras gentes, otros modos. (New York: Holt, Rinehart, Winston, 1967.) Hard cover. Tapes available.

Format: 15 stories, 83 pages of text, 33 of vocabulary and exercises; general vocabulary section. 29 very expressive, usually humorous, drawings. Exercises: Cuestionario (15-20 reading comprehension questions), Temas de discusión (encourage student to express opinions of matters brought up in stories, do cross-cultural observation, sharpen critical faculties).

Level indicated: Recommended for those who have completed elementary course in Spanish.

Vocabulary: General vocabulary; vocabulary list begins each exercise section, usually 60-80 words. Vocabulary, idioms chosen for frequency of usage. Frequent use of cognates. Ample opportunity for students to enrich everyday vocabularies. For example, story about airplane flight includes at least fifteen items specifically related to "flight" vocabulary.

Grammar: Major use of simple indicative tenses; minimal use of subjunctive. Great deal of dialogue employed; few lengthy, descriptive passages. Very readable; structurally simple sentences.

Theme/Plot: Much variety. Many humorous or ironic stories; a mystery of sorts, science fiction, others. Most characters very human. Stories average 5 pages. Opening story, any questions? deals with con man's trick; he shows Havana jeweler fine rose-colored pearl, tells him he wants another so that he may have earrings made for wife's anniversary--price no object. Jeweler locates one in Miami for $20,000. Client, after being informed, doesn't return (he is in Miami selling his pearl for $20,000!). Questions ask how jeweler could protect himself; was "con" actually illegal?

Another, cuestión de estadísticas, about insurance man frightened to death of flying, forced to by boss. Although he assures first-time passenger that statistics prove flying is safest method of travel, falls apart himself in flight. When modern progress comes to small town of Palo Seco in form of traffic light (las luces del progreso), machinations of village mayor and bewildered reactions of populace must be admired.

Other stories: el inquilino, a mysterious disappearance; cosas de los rojos, non-specifically-mentioned Cuba suffering under curious kind of agrarian reform; ¿testigos?, science fiction; el sobrín, old versus new or material profit versus personal satisfaction in business.

Projected teaching use: Stories, anecdotes short; much variety; humor of kind enjoyable to secondary students--never corny, always believable, full of ironies of everyday life. Could be assigned for independent reading or for group work. Tapes could be used for listening comprehension. Because so much dialogue included, excellent opportunity for role-playing.

Cultural application: Much contrast between old ways and ideas and the new in Latin America; varying customs shown intermittently. Universality is book's real message. Distinct Latin American flavor in people of book.

G. del Prado, Carlos and Juan A. Calvo. Primeras Lecturas: Una Historia Incompleta. (New York: Odyssey Press, 1966.) Paperback.

Format: 152 pages. Exercises after each chapter; Spanish-English glossary; Spanish-English footnotes for uncommon lexical items. Exercises: extensive work with cognates, sentence completion, comprehension questions (often historical, folklore or everyday cultural items).

Level indicated: Probably excellent early third level reader.

Vocabulary: Great number of cognates within Romance languages emphasized; extensive cognate work, organized into twelve main categories in Repasos at end of each six chapters (in addition to end of chapter exercises). Translation exercises rely heavily on cognates.

Grammar: Readings graded. First six chapters use only present tense; so well done that reader gets no sense of "baby work;" subjunctive first appears in Chapter 24. Selections graded as to idiom difficulty. Great many idioms of type secondary students should be happy to add to their vocabulary: en un santiamén (in a jiffy); hecho(s) polvo (pooped out); estar hasta las narices con (to be up to one's neck in); andarse con rodeos (to beat around the bush); Contigo no se puede (You're too much!), etc.

Theme/Plot: Portrayal of two families from entirely different social classes (one a sereno, other a businessman); many facets of daily life. Son of one, daughter of other fall in love. One of early dialogues indicative of natural tone:

Marina: --...Tú eres un chico...
Esteban: --¿Antipático?
Marina: --No es eso.
Esteban: --¿Feo? ¿Sucio? ¿Gordo? ¿Flaco? ¿Enfermo?...¿Tonto? ¿Demasiado alto? ¿Demasiado bajo?
Marina: --Basta, por Dios...ya son muchos adjetivos.
Esteban: --Es que no me dices qué clase de chico soy.
Marina: --Muy sencillo, de otra clase.
Esteban: --Pues te aseguro que soy como otro cualquiera.
Marina: --No eres como los otros que conozco.
Esteban: --Ah, ¡claro! Las tres cabezas que tengo, ¿no es eso? Pero sólo es cuestión de costumbre.

Characters have non-stereotyped personalities; situations seem natural; some facets of Spanish history and folklore.

Book ends minutes before wedding, with occurrence which could make many differences. Reader advised to supply his own ending, o, mejor dicho, comiénzala, porque más que fin, éste es el principio de una historia.

Projected teaching use: Excellent discussion materials, kind secondary students can relate to well. Book lends itself well to supplemental visuals: modern-day Madrid; pictures of everyday situations, etc. Extended study could be made of special fiestas, traditional music and dances of regions involved. Longest chapter three pages in length; each complete in its own way.

Could be read as individual project. Good opportunities for role playing with students representing family members in happy and difficult situations.

Cultural application: Students can learn duties, hours, pay of sereno; of telephone switchboard operator in modern hotel in Madrid; much about life of university student who does more extracurricularly than at school, thus receives five suspensos. From directions occurring casually in the text, could actually plan trips to well-known spots of interest in and around Madrid.

García-Prada, Carlos and William E. Wilson, Editors. Nuevas Lecturas. (Boston, Mass.: D. C. Heath and Company, 1952.) Hard cover.

Format: 38 stories, 10 essays (latter deal with Hispanic America); 264 pages. Three-part exercises follow each selection: Contéstense en español, Verdad o mentira que, Estudio de palabras. Footnotes explain difficult words, phrases; Spanish-English vocabulary. 47 black and white partial-page pen and ink drawings.

Level indicated: Recommended for intermediate levels. Could be used at third level. Selections arranged in order of difficulty (early essays somewhat more difficult than other readings).

Vocabulary: Suitable for second or third level. Words and idioms not in Keniston's list translated in footnotes. Opportunity to learn, expand good general vocabulary; many everyday lexical items.

Grammar: Emphasis on simple indicative tenses in early selections. Stories include much conversation, few long descriptive passages. More common idioms used.

Theme/Plot: Much thematic diversification. Essays deal with historical, political, social background of Hispanic America. Introductory essay discusses extent of Spanish language--where it is spoken, some attention to different accents.

Selections vary from 3-4 pages to 7-13 near end. Included: humorous sainete, Salirse con la suya; many simplified stories by well-known authors. El potrillo by Benito Lynch; La suerte by Emilia Pardo Bazán, etc. Many facets of Spanish life shown, rural and urban. Agentes secretos is ten-page mystery story, concerned with murder and robbery of government papers. Stories about Indians, animals.

Projected teaching use: Many stories lend themselves well to further exploration, discussion. Dialogue in most selections; could be presented by students as very short plays. Teachers will probably want to expand or diversify exercises.

Cultural application: Because reading so varied, great deal of cultural material included; most concerns everyday life and attitudes. Essays give background on Latin America from Columbus to the Organization of American States.

Torres-Rioseco, Arturo. El Frijolito Saltón. (Boston, Mass.: D. C. Heath and Company, 1953.) Hard cover.

Format: 156 page short novel, divided into 3 parts. Black and white humorous line drawings, usually featuring hero. Divided into short segments to facilitate reading. Exercises for each segment of first two parts; reading comprehension questions, set of sentences for translation (generally new vocabulary learned in story).

Level indicated: Recommended as intermediate reader. Can be read quickly by third level students.

Vocabulary: Well suited to this level. Once students accustomed to author's style, vocabulary, should have few difficulties. Much everyday, useful vocabulary. Spanish-English glossary.

Grammar: All tenses employed in book; more common indicative tenses emphasized. Minimum of long, descriptive passages; conversation and action prevalent.

Theme/Plot: Adventures and misadventures of Oscar, Mexican jumping bean living during days of Pancho Villa. He is traded for drink of mescal in cantina; next adventure gives glimpse of Mexican trains. In Mexico City, he barely escapes death at small boy's hands; next he is in window of shop catering to tourists. Through visitors to shop, reader discovers how Mexicans view us. Visit to Sanborn's included; Americans consider this epitome of all things Mexican, Mexicans consider it most American--sterilized water, sterilized food, etc.

North American schoolteacher buys Oscar. Humorous episodes on trip, particularly at border: Mexican tourist asked ridiculous questions; guards do not want to let Oscar enter. He is smuggled across. In Los Angeles, Oscar comments on American life, customs. He is in Land of the Free, yet signs start with "Don't..." Notes difference between ways small fire is handled in two countries. Finally, at home of professor, he falls into very dangerous hands of his son. Oscar is smashed with hammer, but all is well. Butterfly within him freed, he flies happily back to Chihuahua to be reunited with his family.

Projected teaching use: Could be used in class, or for individual reading. Students might wish to dramatize some episodes. Episodes in book could be used for listening comprehension work. Vocabulary suggests many visuals: students could make comic book of his adventures. Variation needed in exercises.

Cultural application: Many everyday situations included. Some well-drawn caricatures of North American tourists in Mexico, problems of Mexican railroads during Revolution, United States as seen through Mexican eyes. Mexicans caricatured, also.

Third and Fourth Year Readers

Cano, Juan and Hilario Sáenz, Editors. Easy Spanish Plays. (Boston, Mass.: D. C. Heath and Company, 1938.) Hard cover.

Centeno, Augusto. Corazón de España. (New York: Holt, Rinehart, Winston, 1957.) Hard cover.

Centeno, Augusto. Vidas. (New York: Holt, Rinehart, Winston, 1959.) Hard cover.

Cid-Pérez, Dr. José, Dr. James E. McKinney, and Dr. Dolores Martí de Cid. Páginas de un Diario. (St. Louis, Mo.: McGraw-Hill Book Company, 1966.) Hard cover.

Giner de los Ríos, Gloria, Anne J. Nolfi, and Luke J. Nolfi. Por Tierras de España. (New York: Holt, Rinehart, Winston, Revised Edition, 1970.) Hard cover. Tapes, teacher aid book available.

González, Emilio, Solomon Lipp, and Humberto Piñera. Spanish Cultural Reader. (Lexington, Mass.: D. C. Heath and Company, 1970.) Hard cover.

Cano, Juan and Hilario Sáenz, Editors. Easy Spanish Plays. (Boston, Mass.: D. C. Heath and Company, 1938.) Hard cover.

Format: 144 pages; exercises, glossary. Brief introduction with biographical, stylistic information about each author. No illustrations. Five types of exercises: word recognition; preparation for reading; comprehension questions; cues for oral activity; word comparisons, true-false exercises, some fill-ins.

Level indicated: Could be read by third or fourth level students.

Vocabulary: Authors have used vocabulary limited, for most part, to first 1000 words of Buchanan Spanish Word Book. Exercises tend to be basically vocabulary work.

Grammar: Plays employ all tenses, including present and imperfect subjunctive. No footnotes; idioms used generally known by students with two or three years of Spanish.

Theme/Plot: Six short plays. Authors include Pedro Muñoz Seca (Celos); the Quintero brothers (Esgrima y amor); Manuel Tamayo y Baus (Huyendo del perejil); Miguel Ramos Carrión (El bigote rubio); and Mariano Barranco (La muela del juicio). Plays chosen display "less-than-contemporary" type humor, at times verging on farsical.

Huyendo del perejil: three speaking characters. Poor, lovely girl invites Marqués and son into home after accident. Marqués falls in love, proposes. She accepts, on condition he recognize son's marriage to poor girl (her) whom he hasn't seen. Marqués says he will content himself with being grandfather instead of husband.

Projected teaching use: For most part, plays' vocabulary and style well adapted, retaining much of original flavor of humor in genre during first half this century. Obvious opportunity for role-playing. Most plays short enough to be easily presented to class or club, chance for costume work.

Cultural application: Plays interesting examples of certain style of dramatic writing; not meant to convey everyday or deep cultural information.

Centeno, Augusto. Corazón de España. (New York: Holt, Rinehart, Winston, 1957.) Hard cover.

Format: 270 pages, 28 selections, 14 black and white illustrations. Comprehension questions after each selection. Pages 271-281 contain alphabetized "Notes on Life and Civilization," followed by both regular and irregular verb appendix; Spanish-English vocabulary included.

Level indicated: Recommended either for first year or third semester college; for secondary school, most suitable for fourth level.

Vocabulary: Simplified vocabulary for easy reading. Footnotes (Spanish-English) great aid with more uncommon lexical items. When original text used, entire lines often translated.

Grammar: All tenses included. Each irregular verb marked with asterisk. English introduction to each selection helps to understand author, historical period, ideas of selection.

Theme/Plot: Anthology of Spanish narrative literature. Stories retold in brief form; simple, direct literary style. Included: epic poem (El Cid), Oriental tale (El Conde Lucanor), medieval ballad, Moorish novel, the picaresque, the novelette, the novel, romantic legend, folk story, historical romance and modern realistic novel.

Authors represented: Miguel de Cervantes (7 selections); Benito Pérez Galdós (2 offerings); Emilia Pardo Bazán (El tesoro de Gastón); and a more modern writer, Manuel Chaves Nogales (Juan Belmonte, torero). Variety of well-known authors and literary styles. Because selections rewritten for student, great deal of action, dialogue included. One selection to hold attention of secondary students is Benito Pérez Galdós' San Martín el Empecinado. Guerrilla activity during time of Napoleon I; kinds of people involved, occurrence of mutiny, death of traitor. Excellent characterization of guerrilla fighters.

Projected teaching use: Book could serve as most agreeable introduction to Spanish literature, particularly for college-bound student. Author has recreated spirit of selections, rather than mere reproduction of selections in modern Spanish. Some teachers might prefer more selections dealing with contemporary scene.

Cultural application: Student afforded glimpse of Spanish attitudes, beliefs; Spanish humor; influence of geography on cultural attitudes.

Centeno, Augusto. Vidas. (New York: Holt, Rinehart, Winston, 1959.) Hard cover.

Format: 250 pages; chronological table of events in Spanish history; Spanish-English dictionary; physical map of Mexico, Central America, Caribbean area. Reading selections about 15 pages in length; after each, Cuestionario, containing 50-60 questions for reading comprehension.

Level indicated: Could be used for work in advanced Spanish classes in high school.

Vocabulary: No restrictions. Words or phrases of particular linguistic difficulty translated in Spanish-English footnotes.

Grammar: All verb tenses used; sentence structure simple, writing lucid.

Theme/Plot: 14 selections dealing with achievements and personalities of famous people. Included: Cristóbal Colón; Francisco Jiménez de Cisneros, priest; Vasco Núñez de Balboa; Hernán Cortés; Ignacio de Loyola, founder of Jesuit order; El Greco; Miguel de Cervantes and Lope de Vega; the Conde-Duque de Olivares, Prime Minister; Francisco de Goya; José Zorilla, poet; Francisco Asenjo Barbieri, theatrical music; Santiago Ramón y Cajal, scientist; and the Machado brothers.

Balboa: includes physical description, problems with indebtedness, stowing away and discovery of Pacific, arrest, finally, being beheaded in the public plaza.

Santiago Ramón y Cajal: includes much about inauspicious student life, problems with father, trouble-causing love of drawing caricatures; final success as 1906 Nobel Prize winner in Medicine.

Projected teaching use: Book of use to most teachers for wealth of personal details. Same details will interest many students. Supplementary historical studies possible.

Cultural application: Emphasis on achievements and personalities, rather than on deep cultural items per se.

Cid-Pérez, Dr. José, Dr. James E. McKinney, and Dr. Dolores Martí de Cid. Páginas de un Diario. (St. Louis, Mo.: McGraw-Hill Book Company, 1966.) Hard cover.

Format: 158 pages text and exercises; 4 pages alphabetized review Modismos y Expresiones; vocabulary list; Spanish-English footnotes. Eight selections by native authors, not edited for English-speaking students. Each chapter divided into short sections. Following chapter Preguntas to check reading comprehension very closely; extensive work on Modismos y Expresiones (Chapter 1 has 30 to learn. Sometimes three examples in Spanish with English translation; others give lead line in Spanish, students translate four English sentences into Spanish.). Usually three to four sections of Inclúyanse las siguientes ideas en una breve composición: five to six sentences in English, with information for use in writing composition. After exercises, series of five to six short utterance Diálogos; often then a short poem.

Level indicated: In Preface, authors indicate book "is designed for those who have mastered the objectives of one level of Spanish and the basic grammatical patterns of a second level. While it is intended for that period of instruction when reading is the primary activity in the language learning process, considerable attention is given to maintaining and reinforcing the audio-lingual and writing skills."

Vocabulary: Text written by native speakers with no editing. Extensive Spanish-English footnotes (66 in first seven pages). Other unknown items to be checked in Spanish-English vocabulary.

Grammar: Book not restricted in vocabulary, grammar, or syntax. Exercises work primarily with idioms, expressions.

Theme/Plot: Jaime (Texas) and Arturo (Ohio) students in secondary school (their "parts" usually in dialogue form). Jaime receives diary from Latin American student friend--series of notes about situations he encountered on his travels. Diary dedication:

> A mi amigo texano que se queja de no entender muy bien a los sudamericanos para que se consuele, con las peripecias que ha sufrido un suramericano recorriendo los caminos de nuestros países; para que vea que, aunque tenemos en todo las mismas costumbres, ni exactamente las mismas formas de vida...

Comments of Jaime and Arturo interspersed with diary pages. Initial chapter, Té completo: Buenos Aires and té completo, newspaper vendors in grey uniforms, lottery tickets not sold on street. Chapter three: Su Primer Cliente (Momento cómico en un acto); a new lawyer, Dr. Julio

Juvenal Juliá, awaits first client (man to install telephone), uses phone extensively to convince him of his importance. Well written, full of idioms; maybe too long in parts for oral presentation, humorous. Book's last chapter includes Baldomero Lillo's short story, Inamible. Other chapters: student and friends visit Costa Rica (problems of living near jungle); in Medellín they understand its appellation of ciudad luz of America.

Projected teaching use: Interesting cross-cultural work could be done supplementarily. Different kinds of information could be given on various countries visited; students could decide beforehand what would be of interest. Some teachers and students might consider diary a somewhat artificial vehicle.

Cultural application: Many cultural items not particularly applicable to situations in which student will find himself; many interesting "tidbits" included.

Giner de los Ríos, Gloria, Anne J. Nolfi, and Luke J. Nolfi. Por Tierras de España. (New York: Holt, Rinehart, Winston, Revised Edition, 1970.) Hard cover. Tapes, teacher aid book available.

Format: 20 readings on Spain, some in letter form; concerning school, songs, games, customs, but particularly cities, museums, and countryside of Spain. Each section includes exercises: questions over text; work with verbs and idioms; special lexical work. All directions in Spanish; no translation exercises. Exercises and readings brief (two to four pages). Several black and white photographs in each lesson, usually paintings, buildings, etc. of Spain.

Level indicated: Recommended for third level, above in secondary.

Vocabulary: Well chosen for this level. Vocabulary work included in exercises. Good blend of known words, cognates, new words. Spanish-English glossary.

Grammar: Grammar progressive in difficulty. Each lesson emphasizes one grammatical aspect. (Example: Lesson 1. Present indicative. Verbs with orthographic changes. Lesson 2. Preterite perfect indicative: estar, creer, querer, servir. Lesson 30. Preterite perfect subjunctive: pasar, volver, escribir.) Apéndice lists conjugations of both regular and common irregular verb forms.

Theme/Plot: Carmen and José, American teenagers of Andalusian parents, visit aunt and uncle, family in Spain. They travel to various cities and museums; glimpses of schools, children's games and songs, some Christmas customs. Book is meant to show Spain, more than the people; pictures and illustrations to this point. Excellent travelogue.

Projected teaching use: Could be used to promote thorough geographical knowledge of Spain; lead-in to study of non-modern Masters of Spanish art. Exercises could be expanded for more intensive review of grammar.

Cultural application: Interesting everyday cultural items included (Lesson 4 discusses hours and kinds of classes in Spanish school day. Lesson 19 has games for both boys and girls. Lesson 15 and 16 discuss Christmas and New Year customs.)

González, Emilio, Solomon Lipp, and Humberto Piñera. Spanish Cultural Reader. (Lexington, Mass.: D. C. Heath and Company, 1970.) Hard cover.

Format: 271 pages; text and exercises, 103 illustrations; Spanish-English glossary; Spanish-English footnotes. Exercises, for encouraging oral use, include: Cuestionario, testing reading comprehension (usually about 15 items); completion and fill-in sentences; matching items; true-false items. Tema section for oral or written work (Examples: La influencia de la geografía en la conducta del hombre; Trazar un mapa de Latinoamérica e indicar los países, las cordilleras y los ríos principales; ¿Dónde prefiere Ud. vivir; en una ciudad grande o en una villa pequeña? ¿Por qué?; Debate: Una lotería nacional en los Estados Unidos: en pro y en contra.) Longest selection 12 pages; earlier selections shorter.

Level indicated: Recommended for second semester college. Could be used in secondary-school third or fourth levels.

Vocabulary: Opportunity for student to learn much useful everyday vocabulary. Extensive use of cognates. More difficult lexical items translated in footnotes.

Grammar: For most part, indicative tenses used. Extensive use of indefinite se for good reinforcement. Grammar not overtly tested in exercises.

Theme/Plot: According to Preface, purpose is "...to provide a 'corpus,' a content...(which) will also make it possible for him to have some contact with the pulse, the scent and the flavor, so to speak, of the country or countries which, it is hoped, he will be able to visit some day."

Spanish and Latin American geography, history, and cultural items handled; initially in separate chapters (Chapter I, Geografía de España; Chapter II, Geografía de Hispanoamérica; Chapter III, Las civilizaciones antiguas de España; Chapter IV, Las civilizaciones antiguas de Hispanoamérica); following chapters include Spain and individual countries of Latin America within one selection; Spain emphasized as mother country.

Other chapter headings: La casa, La vida familiar, La vida diaria, La enseñanza, La prensa, Transporte y comunicaciones, Las fiestas y las ferias, El teatro y la ópera, La herencia viva hispánica. Much information about many facets of everyday culture. Authors indicate which customs changing; urban and rural situations contrasted.

Projected teaching use: Because book deals with most Spanish-speaking countries, students might want to choose one country and accumulate

as many cultural facts about it as possible. Book would make good starting point. Selections lend themselves well to visuals for vocabulary or cultural reinforcement. Excellent opportunities for cross-cultural contrasts.

Cultural application: Everyday cultural patterns stressed. Great deal of information of interest to secondary students. Examples: In La vida familiar, important family occasions: baptism, one's Saint's Day, graduation (in some cases), a death in the family, betrothal (with explanations of meanings of novio). In section concerning sports, those popular in particular countries: jai alai, soccer, cock fights, horseracing, etc.

Fourth and Fifth Year Readers

A. del Río, Amelia. Del Solar Hispánico. (New York: Holt, Rinehart, Winston, Revised Edition, 1957.) Hard cover.

Florit, Eugenio and Beatrice P. Patt. Retratos de Hispanoamérica. (New York: Holt, Rinehart, Winston, 1962.) Hard cover.

Lado, Robert, Margaret Adey, Louis Albini, Joseph Michel, and Hilario S. Peña. Galería Hispánica. (New York: McGraw-Hill Book Company, 1965.) Hard cover. Tapes available.

Ucelay, Margarita. Visión de España. (New York: Holt, Rinehart, Winston, 1968.) Hard cover. Tapes available.

Weisinger, Nina Lee. Selections from South American Plays. (Skokie, Illinois: National Textbook Company, Revised Edition, 1970.) Hard cover.

Yates, Donald A. and John B. Dalbor. Imaginación y fantasía. (New York: Holt, Rinehart, Winston, Revised Edition, 1968.) Hard cover. Tapes available.

A. del Río, Amelia. Del Solar Hispánico. (New York: Holt, Rinehart, Winston, Revised Edition, 1957.) Hard cover.

Format: 33 authors, 488 pages. Cuestionario checking reading comprehension follows most selections. Introduction to each author in Spanish. Difficult passages sometimes omitted. Chronological arrangement, but Preface lists readings in order of difficulty.

Level indicated: Usually considered college text; could be used in fourth or fifth level of secondary.

Vocabulary: Original texts as found in reliable modern editions; difficult lexical items explained in Spanish-English footnotes; Spanish-English glossary.

Grammar: All verb tenses, grammatical constructions used. Modern version of El Poema del Cid; selections by Don Juan Manuel show older forms only slightly modernized.

Theme/Plot: Book compilation of number of literary creations, presenting different genre from different epochs. Emphasis on past: "We considered that...these (contemporary) works could not be as yet fully appraised within the same time perspective that we utilized in making selections from other periods." Balance between Spanish and Latin American authors. More modern writers include: Miguel de Unamuno (San Manuel Bueno, Mártir);Antonio Machado and Juan Ramón Jiménez, José Ortega y Gasset (three essays); Horacio Quiroga, Gabriela Mistral, Federico García Lorca (Una canción Baladilla de los tres ríos and Llanto por Ignacio Sánchez Mejías, two parts), Pablo Neruda, and Ciro Alegría (a chapter from Los perros hambrientos). Selections are familiar Spanish classics.

Projected teaching use: Very useful for literature and history oriented students. Level of vocabulary and very sophisticated style of most selections would make book challenging to all. Because of chronological arrangement, teacher knowledgeable in Spanish history could do great deal of supplementation. Special needs: vocabulary, skills for literary analysis; introduction of genre; historical orientation, provision for maintenance of other FL skills.

Cultural application: Some work could be done on cultural attitudes of various epochs. Attention of book, however, on literature and its manifestations, not deep culture per se.

Florit, Eugenio and Beatrice P. Patt. Retratos de Hispanoamérica. (New York: Holt, Rinehart, Winston, 1962.) Hard cover.

Format: 246 pages; exercises; illustrated on almost every page. Spanish-English footnotes; glossary; one-line notes on authors. Preguntas provide opportunity for proof of reading comprehension, encourage student to consider his own ideas, work beyond text. For example, following first Chapter, Los Primitivos: 3) ¿De dónde fueron los aztecas? ¿Cuándo se formó su imperio? 10) Comparar la creación del mundo según se lee en el Popol Vuh con el primer capítulo de Génesis. Following Chapter XX. Francisco Romero, question seven: ¿Qué hay que analizar para poder comprender la naturaleza de la crisis presente?

Book in three parts, each with "artistic" resumé. Part I: Famous names in history and literature from XVI to XVII centuries (resumé, architecture); Part II: XX century, particularly wars of Independence (resumé, painting and sculpture); Part III: Modern Times (resumé, Latin American music).

Level indicated: Because of level of morphology and syntax, probably most successful with fourth or fifth level students. Primarily intended for college use.

Vocabulary: Level of vocabulary quite challenging; some early selections contain non-modernized Spanish. Many cognates; student needs good background in Spanish.

Grammar: Neither syntax nor morphology restricted. Footnotes explain difficult lexical items, give historical and cultural information. Many rather long, explicatory passages.

Theme/Plot: Panorama of Latin America, seen through lives and works of various men, from the primitive to Francisco Romero, philosopher. Most selections 6-15 pages in length. Whenever possible, subject's own writings used.

Part I: Pre-Colombian civilizations; Christopher Columbus; Hernán Cortés and Bernal Díaz de Castillo; Motolinía, missionary; Alonso de Ercilla, epic poet; Garcilaso de la Vega, el Inca, narrator; Juan Ruiz de Alarcón, dramatist; Sor Juana Inés de la Cruz, poetess.

Part II: Simón Bolívar; Andrés Bello, educator; José María Heredia, poet; Domingo Faustino Sarmiento, civilizer; Jorge Isaacs, romantic.

Part III: Manuel González Prada, reformer; José Martí, apostle of freedom; Rubén Darío, poet; José Enrique Rodó, thinker; Rómulo Gallegos, novelist; Alfonso Reyes, humanist; Francisco Romero, philosopher.

Projected teaching use: Good reference material on certain people for students and teacher. Shows historical trends which teacher may want to expand. Uses many primary sources; works not diluted (excerpts for most part). Special vocabulary and skills for historical, literary discussion work needed.

Cultural application: Emphasis on historical and attitudinal cultural materials.

Lado, Robert, Margaret Adey, Louis Albini, Joseph Michel, and Hilario S. Peña. Galería Hispánica. (New York: McGraw-Hill Book Company, 1965.) Hard cover. Tapes available.

Format: 51 reading selections, 17 thematic units--El humorismo, Tipos del mundo hispánico, El heroísmo, La leyenda, La superstición. Exercises include reading comprehension questions and section labeled Estructura (grammatical work, usually pattern drills).

Level indicated: Probably most successful at fourth or fifth level.

Vocabulary: Palabras clave section and diccionario with each story; Spanish-English dictionary. Good reinforcement.

Grammar: Drills afford practice of grammatical concepts encountered. Further practice given in Confirmación de estructuras. Side glosses (Spanish-English) help in translating unknown idioms, explaining famous names, places, etc. All tenses.

Theme/Plot: Each thematic unit contains three selections. Under El humorismo, for example, Una carta a Dios by Gregorio López y Fuentes demonstrates ironic Mexican humor. During a drought, simple peasant prays for rain; rain and hail destroy crops. He writes to God, asking for 100 pesos to take care of damage. Workers in post office read letter, take up a collection. This they send to farmer, who writes another letter, thanking God for money and asking him for the rest, advising Him not to use post office--they evidently stole half the first time. Los tres cuervos, written in dialogue form, furnishes glimpses of Latin American tendency to exaggerate. Importancia de los signos de puntuación, proves its point through love letter sent to three sisters. Because of misplaced punctuation, two sisters misled. Mixture of prose and poetry, fact and fiction; excellent sampling of many types of writing, from interview with gastronome about Spanish cooking to poem by Lope de Vega; many short stories and legends; few newspaper articles.

Projected teaching use: Selections lend themselves well to variety of uses. At end of each Cuadro are Ejercicios Creativos to reinforce readings; great deal of choice offered to students.

Special mention must be made of ten color and fifty-two black and white illustrations, most of them reproductions of both traditional and modern Latin American and Spanish artists; could serve as excellent introduction to special work in this area for interested student.

Cultural application: Obvious effort to include not only customs of Spanish-speaking peoples but also their way of looking at themselves and world. Many selections lend themselves to further exploration of cultural facets.

Ucelay, Margarita. Visión de España. (New York: Holt, Rinehart, Winston, 1968.) Hard cover. Tapes available.

Format: 23 selections, 8 sections; introductory historical, literary information for each section. Footnotes Spanish-Spanish; 15-20 questions follow selections. Questions basically reading comprehension; some include comparison of works, ask for stylistic and evaluative reader analysis. Many black and white illustrations, usually photographs.

Level indicated: Recommended for second or third semester, college level; could be used at most advanced secondary levels (4-6).

Vocabulary: Many cognates used, particularly in explicatory passages. Some selections, such as the Arcipreste de Hita's Libro de Buen Amor, heavily footnoted.

Grammar: Graduated tense presentation, beginning with present, working into subjunctive. Most selections somewhat adapted for easier reading; one exception is Quijote material. Spanish footnotes clarify lexical items, explain cultural material, or give background information.

Theme/Plot: Effort made to present one well-known selection for each historical period; five readings from Siglo de Oro; seven from Siglo XX. Others included: Rodrigo, el último godo; El Cid; La Celestina; Bernal Díaz del Castillo, Vida de Lazarillo de Tormes; Lope de Vega; Francisco de Quevedo; Gustavo Adolfo Bécquer; Unamuno's Una historia de amor; Manuel and Antonio Machado; Federico García Lorca; Camilo José Cela's La rosa; and José Hierro's Requiem.

Projected teaching use: Selections could be used as basis for individual reports, particularly those on history or literature. Comparative work might be done with familiar epic poems, etc. Students might want to compare the past with the present. Introduction to Spanish literature. Special needs: work for maintenance of aural-oral skills; vocabulary and skills for literary analysis; historical orientation.

Cultural application: Through history and literature, some insights into deep culture in Spain given. Some work could be done through consideration of early heroes of history and/or literature.

Weisinger, Nina Lee. Selections from South American Plays. (Skokie, Illinois: National Textbook Company, Revised Edition, 1970.) Hard cover.

Format: Selections from plays published between 1900 and World War II, all by South American authors. English introduction to each play presents bibliographical information on author, comments on style and play. Students told what occurs on both "sides" of excerpts read. Spanish-English footnotes, lexical and explicatory; Spanish-English glossary. No exercises. Each play illustrated with expressive black and white drawings.

Level indicated: Recommended for advanced students. Material could be handled by fourth or fifth level students.

Vocabulary: Play selections in original forms; footnotes of great help, particularly with more colloquial expressions. May be challenging to some students.

Grammar: No restrictions in grammar or syntax. Two plays, Ollantay and El Estudiante, in verse; may need special work.

Theme/Plot: First selection from Los Muertos: considered one of Florencio Sanchez' best. Sanchez suggests that people without character are like puppets walking through life. Demonstrated through tragedy caused by father's weakness for drink. Parents separate, wife becomes involved with another man finally killed by husband. Blancanieve by José Pedro Bellán shows movement towards psychological theater; Angélica, by Antonio Acredo Hernández, modern tragedy; death of beloved only son causes mental decline of father, suicide of mother. El Estudiante musical comedy, a zarzuela, concerning college student constantly in debt.

Other plays: Ollantay, romance between hero and daughter of Inca; La Serpiente, a melodrama; La divisa punzó, based on life of dictator Juan Manuel de Rosas; and La piedra de escándalo (verse), romanticizing idea of return to simpler life (gaucho).

Projected teaching use: Students interested in drama might be particularly interested in play readings and/or presentations of some selections. Some might wish to write one-act plays. Further study of Latin American or Spanish theater might be made.

Cultural application: Selections made to show development in South American theater. Local color evident, particularly in Ollantay, La divisa punzó, La piedra de escándalo.

Yates, Donald A. and John B. Dalbor. Imaginación y fantasía. (New York: Holt, Rinehart, Winston, Revised Edition, 1968.) Hard cover. Tapes available.

Format: 14 stories, contemporary Latin American authors. Spanish-English explicatory footnotes. Exercises begin with reading comprehension section, followed by identification of Key Expressions and their location. Verb Exercise asks students to use verbs from story in two tenses; Drill on New Expressions increases student's passive vocabulary.

Level indicated: Should be very effective in fourth or fifth level secondary.

Vocabulary: Suitable for levels indicated; stories unsimplified. Questions and exercises so worded as to aid understanding. Work on difficult or unknown idioms.

Grammar: All grammatical tenses, structures employed. Questions, exercises so worded as to aid understanding. Work on difficult or unknown idioms included.

Theme/Plot: Excellent secondary reader appeal with stories ranging from detective types to science fiction, social satire, modern and not-so-modern miracle stories; one of Quiroga's finest jungle tales, two of Borges' metaphysical stories.

El leve Pedro by Anderson-Imbert shows what might happen if small imperceptible malfunction of nature's law were to occur; protagonist suffers mysterious malady--his body no longer responds to pull of gravity. What begins humorously soon turns into something else entirely. El papel de plata tells of murder committed very cleverly with poisonous mushrooms--but who intended to kill whom? La luna roja by Roberto Arlt is end-of-the-world science fiction of very high caliber; emphasis on strange, almost poetic terror which invades city. Modern miracle story for warm at heart is El ángel caído. Horacio Quiroga engages reader sympathy for tiger-turned-boy in Juan Darién, leading him through a terror-filled mob scene to vengeance. Other stories: mysterious El guardagujas, satirical Las abejas de bronce, macabre En el carretón.

Projected teaching use: Excellent stories for class or group discussion; present variety of possibilities for written work. Courtroom scene could be presented after one mystery story; debate after Juan Darién, could be entitled "Man and Nature" or "Man vs. Nature"? El buen ejemplo could provoke close look at some teaching techniques. No visuals provided, but stories lend themselves well to student work in this area.

Tapes good for listening comprehension; include expansion of some drills plus two extra stories.

Cultural application: Stories present universality of human conflict and emotion; in most cases no strong cultural application. Wealth of everyday vocabulary included.

Fifth and Sixth Year Readers

Crow, John A. and Edward J. Dudley, Editors. El Cuento. (New York: Holt, Rinehart, Winston, 1966.) Paperback.

Giner de los Ríos, Gloria and Laura R. de García Lorca. Cumbres de la Civilización Española. (New York: Holt, Rinehart, Winston, Third Edition, 1966.) Hard cover.

Kronik, John W. Castilla-A Cultural Reader. (New York: Appleton-Century-Crofts, Educational Division, Meredith Corporation, 1970.) Paperback.

Crow, John A. and Edward J. Dudley, Editors. El Cuento. (New York: Holt, Rinehart, Winston, 1966.) Paperback.

Format: 43 short stories; 20th-century Spanish and Latin American authors. 313 pages. Ejercicios section begins with Spanish biographical information about each author; followed by 5-8 discussion questions to lead reader to consider problems or ideas in story. Last asks reader to re-tell story from point of view of some characters. (Example: Vuelva usted a contar el cuento desde el punto de vista de: a. el capitán Torres, b. la mujer de Torres, c. la mujer del barbero.) Vocabulary section usually asks student to construct sentences using verbs or idioms from reading. Spanish-English vocabulary.

Level indicated: Advanced; could be used for 2 years if all stories read.

Vocabulary/Grammar: Stories arranged in order of difficulty; very sparsely footnoted. No simplification of language; all grammatical tenses employed. Because various parts of Hispanic world are represented, rich use of idioms. In some cases, linguistic devices singled out in the discussion questions, particularly when used to develop meaning or style. (Example: One question asks to what effect preterite is used in story.)

Theme/Plot: Great variety in stories from metaphysical to humorous, social satire to stories with regionalistic flavor. Variety in story length.

El Maestro, written by Cuban Alfonso Hernández-Catá, portrays idealistic young teacher trying to protect his best student, a poor child, in rigged scholastic contest with wealthy boy. Fired for denouncing school directors, he is content to assert himself. Humorous Inamible concerns trouble caused for entire judicial system by policeman's penchant for making up words.

Espuma y nada más: short-short story by Hernándo Téllez of Columbia. Tense story of barber who is secret rebel. Sadistic Capitán Torres comes in for shave; should barber slit his throat? He finally decides not to: ...No quiero mancharme de sangre. De espuma y nada más. Usted es un verdugo y yo no soy más que un barbero. Y cada cual en su puesto. Eso es. Cada cual en su puesto. As captain leaves, he comments: Me habían dicho que usted me mataría. Vine para comprobarlo. Pero matar no es fácil. Yo sé por qué se lo digo.

Four stories by Horacio Quiroga, five by Emilia Pardo Bazán; most other authors represented once.

Projected teaching use: Stories provide rich opportunities for discussion. Preface suggests this use rather than "an attempt to achieve

a fixed answer." Suggestions included for reading--students may present some stories in dramatic form or write short stories.

Cultural application: Most stories provide cultural insights only incidentally; some everyday cultural patterns presented.

Giner de los Ríos, Gloria and Laura R. de García Lorca. Cumbres de la Civilización Española. (New York: Holt, Rinehart, Winston, Third Edition, 1966.) Hard cover.

Format: 25 reading selections; 308 pages; illustrations on almost every page. No exercises. Necessary translations/explicatory items in side glosses on each page.

Level indicated: Recommended for fourth semester college work or advanced secondary students.

Vocabulary: Vocabulary not controlled. Words, underlined in text, explained in margin. Spanish-English glossary.

Grammar: All verb forms, grammatical structures used. Most selections in original form.

Theme/Plot: Book tries to convey spirit of Spain to readers through many figures and their attainments in various fields--philosophers, scientists, artists, saints, kings, conquerors, rascals, authors, poets, etc.--ranging from Seneca to Pablo Picasso. Most selections prefaced with introductory remarks. Sample of introduction to El Pícaro: El pícaro puede decirse que es la antítesis del héroe, la contrafigura del caballero. No actúa, como ellos, por móviles generosos, sino por impulsos primarios, empezando por el de la satisfacción del hambre. Todos los medios son buenos para el pícaro, aunque sean reprobables según nuestra moral. After general introduction, short, more specific introduction to El Lazarillo de Tormes; followed by two heavily annotated short selections from work.

Others: Maimónides (La España judaica); Hernán Cortés (España en América); Santa Teresa (La mística española); Feijóo (La España del siglo XVIII); Falla (Innovación y tradición).

Projected teaching use: For serious advanced student of Spanish. Interesting view of Spanish thought through centuries. Each chapter self-contained; provides opportunities for individual project work. Might be useful for teacher reference book. Challenging vocabulary-wise, contains much interesting material. Students need vocabulary and skills for literary analysis; historical orientation; supplementary work to maintain other language skills.

Cultural application: Teacher with good grounding in Spanish philosophical thought could use book as survey of Spanish attitudes through centuries.

Kronik, John W. Castilla-A Cultural Reader. (New York: Appleton-Century-Crofts, Educational Division, Meredith Corporation, 1970.) Paperback.

Format: 22 readings; essays; short stories; a play; some poetry. Focus on Castile's people, landscape. All selections in original form. Spanish-Spanish footnotes; black and white photographs; Spanish vocabulary list. Exercises: Preguntas and Temas. Preguntas check reading comprehension; vary from 11 to 56 per selection; usually 2 or 3 Tema questions asking extension or interpretation of material.

Level indicated: Not indicated by company; probably fifth or sixth level secondary.

Vocabulary: Advanced; all readings in original form. Many cognates demanding sophisticated English vocabulary used.

Grammar: Progression syntactically from easy to more difficult. Footnotes often clarifications of names and places rather than lexical explanations. No attempt made to simplify readings.

Theme/Plot: Based generally on writing of Generation of '98. Picture of Castile, past and present. Some readings: Carácter originario de Castilla by Ramón Menéndez Pidal, Azorín's El ambiente de Argamasilla, and Américo Castro's El pueblo español to give a philosophical understanding of Castile. El ambiente gives view of typical home; Vida de un labrantín is life of man so poor he has no name. Seguir de pobres by Ignacio Aldecoa is provincial scene. Other selections: Dámaso Alonso's Insomnio, Ramón Tamames' El trigo, Gabriel Celaya's A Sancho Panza, and Ramón Gómez de la Serna's Letanía de Madrid.

Projected teaching use: As preparation, teacher needs to equip students with vocabulary and skills to discuss geography, philosophy, literature in Spanish; introduction to Generation of '98 literary style, philosophy. Good book to enrich teacher's background concerning Castile and its special ambiente. Preview of many authors usually encountered in college courses. Enrichment possible with introductory visual presentation of Castile by teacher.

Cultural application: Culture from philosophical rather than social or anthropological view; some everyday cultural patterns given.